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ABSTRACT

This trainer's guide is intended to assist supervisors of work-based career training projects in helping students understand and control the causes of contamination and food poisoning. The guide is one in a series of core curriculum modules that is intended for use in combination on- and off-the-job programs to familiarize youth with the skills, knowledge, and attitudes necessary for success in the workplace. Included in the guide are the following components: project information, a summary of the content and approach of the guide, supervisor's notes, background information, lists of tasks and core skills, an action plan that includes suggested learning activities, supervisor and trainee review sheets, and an assessment form. (YLB)

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ED265348

Youth Training Scheme

CORE EXEMPLAR WORK BASED PROJECT

Don't eat germs!

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CORE SKILLS PROJECT
YTS

OTF No: 8

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TYPE Individual | Group

2

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ASSESSMENT OF CORE SKILLS

This series of projects contains a number of different formats for recording assessment of core skills. These formats are offered for experimental purposes; none is proven as the 'best' method. All are based on the principle that feedback to trainees is a necessary part of the learning process and that such feedback should include information on core skill development.

Further work is being carried out on the methods of assessing achievement of core skills in work-based learning and of how to log such achievement on a record which trainees can take away from YTS. Some of the results of this work will be included in later MSC/ESF Core Skills Project publications.

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INTRODUCTION

WHAT ARE WORK-BASED PROJECTS?

Work-based projects are learning materials which aim to make the most of all the possibilities for developing trainees' skills, knowledge and attitudes in the workplace. They build upon everyday workplace tasks to provide experience of the whole range of YTS learning opportunities.

The projects in this series have been tested with managing agents as part of the YTS Core Project, which is jointly financed by MSC and the European Social Fund. In some cases managing agents will be able to use the projects as they are. In others they will need to be adapted to the circumstances of a particular workplace or to the aims of a particular scheme. Some managing agents will prefer to produce their own projects. For such cases these examples aim to demonstrate some principles of good design in work-based learning materials. These principles are:

To encourage trainees to learn by doing
To make the most of all the experiences which are available to trainees in the workplaces.
To start from a real task which is seen as relevant by all parties involved — trainees, workplace supervisors, trainers and off-the-job tutors.
To help trainees see the relationships between things learnt on- and off-the-job.
To base the assessment of achievement upon trainees' actual performance in tasks.
To look for all the opportunities for learning which arise from a task and, in particular, to help trainees to develop the core skills. These skills, in number, communication, problem-solving and practical activities, are used in a wide variety of tasks and are essential if trainees are to achieve competence in those tasks*. They are the skills — of finding out information, planning how to do things, overcoming difficulties and so on — which help trainees to learn more quickly in new situations, either in the same workplace, in a different one, or in the world outside work.

Such skills are required naturally by the workplace tasks in these projects and, in requiring trainees to go beyond the task itself, the projects deliberately *add* to the range of core skills which are required in an everyday working situation. This is especially important for some of the skills of communication and problem-solving which trainees are often not given the opportunity to exercise in work experience.

These principles can be incorporated in projects for all placements and for trainees of all ability levels. Although the projects in this series follow a common format, there is no single 'best' style. Nor is any special expertise in writing necessary. Good work-based projects can be produced by anyone who is determined to help trainees to exploit all of the potential for learning in work experience.

*A technical manual 'Core Skills in YTS' is currently available from MSC. It is supported by a short introductory leaflet and a practitioner's guide for supervisors. A separate manual is available on computer literacy/information technology.

PROJECT INFORMATION

WORKPLACE

In areas where food is stored, prepared and served, there is always a risk of contamination and ultimately Food Poisoning. Trainees often find this a somewhat difficult topic to understand and so the activities in this project are designed in such a way to develop their acceptance and understanding of the risks that can occur.

The project is designed for trainees working in any area where food is handled, to help them identify and control these hazards that can occur within the workplace.

Whereas it has been written for individual trainee use, it can be adapted for use as a group project and is designed to take place both on- and off-the-job with the participation of the placement supervisor and the off-the-job tutor.

LEARNING BY DOING

It is a project designed to give trainees ample opportunity to Learn by Doing. The trainee is given many open-ended tasks to encourage learning in a subject with wide parameters.

LEARNING OPPORTUNITIES

Throughout the project, the trainee is required to plan visits to, and obtain information from other sources outside the workplace. These interpersonal and communication skills will help to develop Personal Effectiveness. Through the experience acquired in the development of these skills, the trainees will be given opportunities to suggest recommendations for the improvement of their workplace enabling them also to use the CORE and Job Specific Skills practised.

Through this extension of learning, the trainees should find that the information acquired in completing this work-based project is transferable to many other jobs situations, and of course will be of invaluable use in home life.

TIMING IN TRAINING PROGRAMME

The project is designed to be used by trainees after induction and familiarisation with the placement and would be an ideal follow up to a work-based project on "Personal Hygiene".

ASSESSMENT

At the end of each part of the Action Plan, the trainees as individuals or as a group, have ample opportunity for Review, both in presenting the information in different ways to a third party, and as discussion with a supervisor or off-the-job tutor.

As a final Assessment the trainee along with the supervisor and off-the-job tutor, will complete the Record of Progress Achieved sheet to review achievement and agree on any further practice or training activities necessary.

SUMMARY

To develop an understanding of Food Poisoning, what causes it, how it is transmitted and how contamination can be prevented. Trainee is given opportunities to identify potential hazards within current placement. This project is carried out both on- and off-the-job and requires the participation of the placement supervisor and off-the-job tutor

SUPERVISOR'S NOTES

With the trainee, read through the whole project and make sure the trainee understands the Purposes. Agree where the trainee will be able to work unsupervised, and where guidance will be needed from either you or the off-the-job tutor.

Remember that the trainee will achieve more by being given guidelines of where to find information rather than by being told how to perform a specific task.

As the trainee works through the project, it will be necessary for him/her to discuss sections of it with you in relation to current storage and working methods practised in the placement. In order to encourage the trainee, be receptive to any worthwhile changes the trainee is able to suggest.

At the end of each part of the Action plan is a phased Review section to encourage self assessment and at the end of the project is a Record of Progress Achieved Sheet. Please discuss and complete this with the trainee and off-the-job tutor and agree if any further practice or training activities are needed.

OFF-THE-JOB-TUTORS NOTES

With the trainee, read through the whole project and make sure the trainee understands the Purposes. Agree where the trainee will be able to work unsupervised and where guidance will be needed from either you or the supervisor.

This is essentially a project of "Finding and Presenting Information" and the trainee will achieve more through discussion and guidance of where to find information rather than by being told directly.

ACTION PLAN — PART 1: In helping the trainee to plan how to collect the information, suggest he/she visit libraries, bookshops and the Environmental Health Department of the Local council, and has to hand copies of

a) The Food Hygiene Regulations 1970

b) The Food and Drugs Act 1955.

When the trainee has collected the information and prepared the task, arrange a suitable group for the talk to be given to. If it is to be given to other staff in the workplace, perhaps the trainee could practise with other trainees during off-the-job training sessions.

ACTION PLAN — PART 2: Assist the trainee in planning the visits and liaise with the supervisor at the workplace if the trainee is able to make any valid recommendations on the current method of fresh food storage.

ACTION PLAN — PART 5(1): Suggestions of ways to "contaminate" samples, e.g.

By coughing or sneezing
Using a dirty receptacle or dirty utensils
Handling with an infected cut
Leaving uncovered

ACTION PLAN — PART 5 (4): Show the trainee how to plot a graph.

AS A FINAL REVIEW

Reinforce the trainee's awareness of his/her achievement of the Purposes through the Core Skills by suggesting other situations both at work or in the home to which this project skills and knowledge gained could be transferred.

Encourage the trainee to prepare and display a really informative poster to illustrate all the information he/she has collected in completing the work-based project.

With the trainee and supervisor discuss and complete the Record of Progress Achieved Sheet and agree whether any further practice or training activities are necessary.

Names

TRAINEE .....

SUPERVISOR .....

TUTOR .....

Times

Please fill in the table below to show the time you spent on this work-based project. The first column has been filled in as an example.

DATE	21/1/83				
START	9·30				
FINISH	12·30				
TIME SPENT	3 hours				

BACKGROUND

How often have you heard of people being absent from work with "sickness and diarrhoea" or the common "Tummy Bug".

These everyday complaints — that no-one pays much attention to — could almost be eradicated if more care was taken in the storage, preparation and serving of food both in the home, and in all establishments where food is handled.

All too often, people are not aware of the correct procedures to follow to prevent food becoming contaminated, ultimately causing Food Poisoning.

Through completing this project, you will be made aware of the factors that cause contamination and will know how to prevent the spread of bacteria on food, and it is hoped will successfully pass this information to others so that fewer people will be ill and therefore fewer days lost from work due to "Food Poisoning".

SITUATION

Any catering placement, can also be adapted for use in retail placements where foods are handled.

PURPOSES

Doing this project will provide you with opportunities to achieve competence in the CORE SKILLS listed in the PURPOSES below. Achievements in the CORE SKILLS identified in the purposes will be assessed and recorded on your YTS Certificate. Ownership of these CORE SKILLS will make it easier for you to transfer to different work situations and to cope with changes in your future life as CORE SKILLS are part of every activity both at work and outside work.

Purposes	Core skills practised	
1 To identify the bacteria that cause Food Poisoning	Finding out information from written sources.	6 2
	Deciding which category something belongs to	10 2
2 To find out how to store fresh foods correctly	Finding out the facts about things that have gone wrong	6 7
3 To identify and interpret "sell by" dates	Identifying items by interpreting colour, number, letter codes	2 4
	Finding out information by speaking to other people.	6 1
4 To check the workplace for potential contamination.	Checking the quality and condition of equipment.	11 4
	Finding out information by observing.	6 3
	Discussing how things are to be done in the workplace.	8 6
5 To monitor the deterioration of food.	Provide information in writing.	7 3
	Monitoring a process or activity.	11 2

ACTION PLAN

PART 1

We hope you will learn from and enjoy doing this project. READ it through and make sure you know what you have to do and at which stages of the project you will REVIEW your progress. Check your understanding of the PURPOSES and the CORE SKILLS you will practise to achieve them. On the last page there is an assessment form on which will be recorded your achievement of the CORE SKILLS stated in the PURPOSES.

This part of the Action Plan will enable you to identify the bacteria that cause food poisoning.

1. PLAN how you will obtain information in order to find out:

   a) What are the main bacteria that affect food and cause food poisoning?

   b) Where are they found?

   c) How are they transmitted?

   d How do the different organisms affect people who have eaten contaminated food?

2. FIND OUT by making a collection of newspaper, magazine and journal cuttings.

   a) All instances where food poisoning has been identified in the last 3-6 months.

   b) What foods were involved.

   c) Which bacteria caused it, and how was it transmitted.

3. When you have collected all your information, read it thoroughly, analyse it and identify the most important factors.

   Prepare a short talk on

   "The Bacteria that cause Food Poisoning, where they breed and their Methods of Transmission".

4. Discuss with your supervisor or off-the-job tutor a suitable time for you to report your findings.

   Be prepared to answer questions!

5. When you have given your talk, discuss the content of it with your supervisor or off-the-job tutor in order to decide whether you need to find out any further information and can therefore present your talk again at a later date.

PART 2

How do we know when food is contaminated? It is difficult to tell unless we can see, feel or smell the faults.

In this part of the Action Plan, you will find out how to store fresh food correctly.

1. PLAN a visit to

   a) a butcher

   b a fishmonger and

   c) a greengrocer

   ask them to tell you

   what causes their food to deteriorate and go "off" or "bad"

   Take into account:—

   temperature, shelf life, kinds of food stored together.

2. Keep a record of all information you are given at each place you visit, and from this record prepare a list of the correct ways to store fresh foods.

3. Discuss this list with your off-the-job tutor. With your supervisor, look at the fresh food storage in your workplace. Can you suggest any changes that could be made to prevent the risk of contamination?

PART 3

In order to ensure that food is used within its shelf life, manufacturers often put "sell by" dates on packages.

In this part of the Action Plan you will identify and interpret "sell by" codes on foods.

1. Collect 20 different packages or labels either from your workplace or your home in order to IDENTIFY the "sell by" dates.

2. FIND OUT for each food item, whether the food would be fit for consumption when the "sell by" date has expired, and how the food would have deteriorated.

3. CHECK the storage of food within your workplace in relation to "sell by" dates and if necessary suggest to your supervisor alternative storage methods to ensure correct rotation of stock.

4. Next time you visit a supermarket or corner shop, note the items that have "sell by" dates on them. You will probably be able to identify some that have expired or will expire on that day.

5. FIND OUT if these items are disposed of, or sold off at a cheaper price.

PART 4

Even though food may be stored correctly, it is during food preparation and service that there is a high risk of foods becoming contaminated.

In this part of the Action Plan you will check your workplace for potential contamination

1. During a working week,

   CHECK your workplace to identify when contamination could occur — remembering to keep notes of each potential hazard that you see.

   Some worthwhile practices to check will be

   personal hygiene, reheating food, temperatures for keeping food hot, use of tools and equipment

   and it is a possibility that over the space of a week you will probably note many more.

2. Using your list, discuss any potential hazards you have observed with your supervisor and make recommendations to eliminate these risks of contamination.

PART 5

Now you have identified what causes food to spoil, if it is time to actually find out what happens to food as a result of contamination.

1. ASK your supervisor to provide you with

   a) 6 samples of different foods

   b) 6 samples of the same food

   and individual dishes in which to put the samples.

2. DISCUSS with your supervisor how you will "contaminate" each portion of food and most important, discuss where the samples can be placed so that bacteria will multiply, but where other food stuffs **will not be contaminated.**

3. Ask your supervisor or off-the-job tutor to show you how to MONITOR the actual deterioration of the food MEASURING in graph form the time it took for the food samples to appear contaminated either in taste or smell or appearance.

4. In sequence with the graph, keep a written record of stages of deterioration of each food sample.

5. Discuss this section of the Action Plan with your supervisor to identify what you feel you have learned from this exercise in relation to being able to identify when food is contaminated.

TRAINEE REVIEW

Now that you have almost come to the end of the project it will be useful to sit down and think about what you have learned.

Consider the following questions for yourself, and then discuss them with your supervisor or off-the-job tutor.

1. From the newspaper and magazine cuttings you collected and read, are you now aware of the different types of bacteria that contaminate food; the types of food they contaminate and their methods of transmission?

2. Are you now able to identify and interpret different types of "sell-by" dates on food labels and packages and would you know whether or not to use the food if the "sell-by" date had expired?

3. Would you now be able to identify potential risks of contamination in a food-handling area?

4. Were any parts of the Action Plan too difficult or too easy? If so, which ones and how did you deal with them?

5. To what other job situations do you feel the information you have learned in this work-based project could be transferred?

6. To illustrate what you have learned in completing this project, design a poster for your staff room or notice board so that other members of staff will be able to identify the hazards of food contamination.

7. With your supervisor or off-the-job tutor, refer to the Purposes listed at the beginning of the project and decide if these have been achieved.

   Also, discuss and complete the Record of Progress Achieved Sheet at the end of the booklet and agree whether any further practice or training is necessary.

   If you have not already completed a work-based project on "Personal Hygiene", ask your supervisor or off-the-job tutor to provide you with one that covers that subject.

SUPERVISOR REVIEW

This review should be completed by both the supervisor and the off-the-job tutor.

Please refer to the Purposes and Core Skills listed on the Record of Achievements Sheet and agree with the trainee if these have been achieved. During this review session, please discuss the following:

1. The opportunities given to find out and present information in different ways to develop communication skills.

2. The opportunities to find out the facts about things that have gone wrong in food handling that present a potential hazard of contamination.

3. From these facts, determine the trainee's ability to check the condition of food and equipment in the work place, and ultimately the workplace itself to eliminate these hazards.

4. The transfer of all the information acquired in this work-based project to other job situations and the home environment.

Finally, with the trainee, discuss the Record of Progress Achieved, and agree whether any further practice or training activities are required. If the trainee has not yet completed a work-based project on "Personal Hygiene", it is suggested that he/she be given one dealing with that subject as it would make a relevant followup to this one.

ASSESSMENT FORM

ASSESSMENT : RECORD OF ACHIEVEMENT

Work-Based Project Title: DON'T EAT GERMS! ..... **Trainee's Name:** .....

PURPOSE OR ACTIVITY	CORE SKILL ASSESSED		Further Training Activities	Further Practice Activities	Can Do/ Yes
1. To identify the bacteria that cause food poisoning.	6.2	Finding out information from written sources.			
	10.2	Deciding which category something belongs to.			
2. To find out how to store fresh foods correctly.	6.7	Find out the facts about things that have gone wrong.			
3. To identify and interpret "sell by" dates.	2.4	Identifying items by interpreting colour, number, letter codes.			
	6.1	Finding out information by speaking to others.			
4. To check the workplace for potential contamination.	11.4	Check the quality and condition of equipment.			
	6.3	Find out information by observing.			
	8.6	Discuss how things are to be done in workplace.			
5. To monitor the deterioration of food.	7.3	Providing information in writing.			
	11.2	Monitoring a process or activity.			

COMMENTS: Including other achievements and details of FURTHER training and practice ACTIVITIES AGREED.

SIGNED:– **Trainee:** ..... **Supervisor:** ..... **Tutor:** .....